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ABSTRACT

Currently, all California community college districts are required by state and federal legislation to maintain at least one vocational education local advisory council. The degree of effectiveness and utilization of these councils varies greatly from district to district, as does the frequency of meetings and number of councils within a district. In an effort to improve the effectiveness of planning and increase the involvement of business in educational planning and program evaluation, the Chancellor's Advisory Committee on Vocational Education and the Governor's Vocational Education Committee developed a proposal for establishing advisory committees for program, district, and regional levels, thereby integrating all levels into the planning and evaluation process for vocational education and employment training programs. A concept paper developed by this group for consideration by the Board of Governors of the California Community Colleges is presented. The concept paper highlights the role and purposes of program evaluation committees in evaluating standards, space, and facilities; assessing student outcomes, instructional materials, and instructional staff skills; submitting annual reports; and recommending new programs. In addition, the paper proposes the development of district advisory committees on vocational education and regional community college vocational education committees, establishing purposes, membership, and meeting guidelines for both groups. (HB)

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Board of Governors of the
California Community Colleges
September 15-16, 1983

Item 7

Title: Vocational Education Advisory Committees

Staff Presentation: William Anderson, Director
Vocational Education

Summary:

Vocational Education and Employment Training Programs in the California Community Colleges have traditionally maintained local vocational advisory committees at the district level as required by the federal Vocational Education Act of 1976, and the Education Code. These advisory committees have provided for discussion between education and industry related to over-all vocational education program content. However, such advisory committees have not dealt with actual program planning & evaluation, nor have there been regional advisory committees.

In addressing this need, a subgroup of the Chancellor's Advisory Committee on Vocational Educational has developed a proposed local advisory committee structure. This item provides the text of the proposal, including background information and advisory committee input.

Recommended Action:

The Vocational Education Committee should recommend that the full Board adopt the concept of increased private sector involvement in vocational education, and direct staff to seek its implementation in regulatory or statutory language.

JC 830 411

Background

California's economy has been undergoing significant changes. As a result, there has been a shift in the personnel of needs of many industries, directly affecting the educational and training needs of the state's work force. In response to the need, various educational and employment training programs have been established through state and federal legislation or through local efforts, resulting in a variety of vocational education delivery systems. In the federal Vocational Education Act of 1976 (P.L. 94-482) it has been required that those programs or agencies receiving federal funds under the Act "shall establish a local advisory council to provide. . . advice on current job needs and on the relevance of courses being offered by such agency in meeting such needs. Such local advisory councils shall be composed of members of the general public, especially of representatives of business, industry, and labor; and such advisory councils may be established for program areas, schools, communities, or regions, whichever the recipient determines best to meet the needs of that recipient." (Sec. 105(g) (1); 20 U.S.C. 2305.) It was hoped that mandating local advisory councils in the federal legislation would provide the necessary "link" between local industry and the educational institutions in order to keep vocational education and training programs up to date. In addition, Education Code Section 8070 states in part that "the governing board of each school district and community college district participating in a vocational education program shall appoint a vocational education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers."

Currently, all California community college districts must maintain at least one vocational education local advisory council and submit a membership list to the Chancellor's office in their application for federal funds. The degree of effectiveness and utilization of these local advisory councils varies greatly from district to district, as does the frequency of meetings and number of advisory councils within a district. Because the federal government only requires a general vocational advisory council (committee) for an entire district and not specific program advisory committees, it has been difficult for many local advisory committees to provide specific input related to each program, particularly in the area of program evaluation.

In an effort to improve the effectiveness of planning, various legislative proposals have been made during the current session which address (among other issues) the role of advisory committees in planning activities. Most of the bills have dealt with modifications of the existing Family Economic Security Act (FESA-AB 3424) and upcoming state implementation of the Federal Job Training Partnership Act (JTPA). Specifically, major sections of state implementation bills for FESA-JTPA legislation have provided for increased responsibility for private industry councils (PIC's) to plan, coordinate, and monitor programs and services at the local level as well as to provide for a better integrated employment and training delivery system. While many attempts are being made to improve the vital link between education and industry through various local advisory committee proposals, most have not proposed that such committees play a major role in planning and evalution. However, it is important for business to be involved in planning and evaluation.

In addressing the issue, a sub-group of the Chancellor's Advisory Committee on Vocational Education has met with the staff and members of the Board of Governors' Vocational Education Committee to examine the possibility of establishing advisory committees for program, district, and regional levels, thereby integrating all levels into the planning and evaluation process for vocational education and employment training programs. A concept paper developed by this subcommittee is presented on the following pages for Board discussion and direction.

To date there has been limited field review of this proposal. However, if the Board adopts the concept of increased private sector review of vocational education programs, staff plans to obtain additional input and review by the field as the proposal is further developed and refined.

# A MECHANISM FOR IMPROVING
# COMMUNITY COLLEGE VOCATIONAL EDUCATION PROGRAMS
# THROUGH PRIVATE SECTOR REVIEW

A Concept Paper for Discussion

## PROGRAM EVLAUATION COMMITTEES

It is essential to the economic development of the state and of its citizens that occupational education programs at California Community Colleges provide state of the art instruction to ensure that the educational needs of students and the human resource needs of business and industry are met.

A necessary means to accomplish this is through the establishment of local college program-specific evaluation committees, which will be acountable for curriculum and evaluation. These committees will submit an annual report to the local Board of Trustees with a copy to the district-wide occupational education advisory committee currently required by VEA regulations, re-constituted as the District Advisory Committee on Vocational Education. Colleges may elect to continue present advisory committees along with the development of program specific evaluation committees.

### PURPOSE OF PROGRAM EVALUATION COMMITTEES

Program evaluation committees will strive to ensure that vocational education is responsive to the needs and desires of the total community through flexible and diverse campus-level occupational programs. The primary purpose of each committee is to review established programs to ensure that: curriculum used in instructing students consists of state of the art content, appropriate lab equipment is used, adequate classroom and lab facilities are available, and instructors are technically competent.

More specifically, the committee will:

(a) Evaluate program standards (i.e., learning objectives, practical competencies and content emphasis) to ensure they are current and relevant to the needs of the employer.

(b) Assess the availability of materials and lab equipment to ensure adequacy in number and condition to teach practical skills.

(c) Evaluate classroom space and lab facilities, including the use of appropriate community resources, to ensure that a proper learning environment exists to deliver occupational instruction.

(d) Assess student outcomes--placement, salary upgrade, career advancement, career enhancement, etc.--to ensure that the program is meeting both community and student needs. The Chancellor's Office will assist the development of evaluation and assessment models for this purpose.

(e) Assess currency of instructional staff skills.

(f) Submit a written annual report to the local Board of Trustees, with copies to the area Private Industry Council and to the District Advisory Committee on Vocational Education. This plan will include, in addition to comments appropriate to items A through E above:

- o Assessment of short and long-term program goals;
- o Assessment of improvements made as a result of prior year's annual report; and
- o Assessment of need for continuation, deletion, contraction, expansion, or upgrading of the specific occupational program.

NEW PROGRAMS

Recommendation to the local board by a Program Evaluation Comittee established according to the following criteria is a necessary prerequisite for establishment of a new certificate or associate degree occupational program in that area. The recommendation must be accompanied by a written justification plan, including community needs, availability of instructors, cost plan for equipment, availability of facilities, descriptions of courses, numbers of potential students, etc.

MEMBERSHIP CRITERIA

A. Members are to be appointed by the District Board of Trustees.

B. Membership shall consist of no less than 3 and up to 15 people, or as specified in the by-laws or operating procedures of the individual committee.

C. Committee appointments may be up to 3-year terms. No member can serve more than 2 consecutive terms.

D. At least two thirds of the members must be from industry or business with direct technical experience in the program area and should either reside or work in the community served by the college, except for programs which require broader representation.

E. A college program representative shall serve as an ex-officio member and is to attend all committee meetings.

Frequency of meetings: The Program Evaluation Committee must meet a minimum of once a year; however, if a program has been identified as critical by the district, the committee must meet once a term. Meeting agendas and back-up information are to be sent to committee members in advance of the meeting date, and minutes are to be taken and maintained.

## DISTRICT ADVISORY COMMITTEE ON VOCATIONAL EDUCATION

California Community Colleges have historically served the local needs of business and industry, responding to the great diversity of educational and training needs which exist throughout the state. As technology and differing labor demands change the needs of the labor market at an ever-increasing rate, it is essential that our educational institutions and the private sector increase their cooperative partnership to provide students with the appropriate job training and education designed to meet the unique economic conditions and employment needs of each locality while also continuing to provide broader-based skills, thus allowing for career mobility. A district-wide general advisory committee for vocational education is currently established and operating under the Federal Vocational Education Act. The duties and membership of this committee shall be expanded to include the following purpose and representative constituency. This committee shall be termed, when so constituted, a District Advisory Committee on Vocational Education.

### PURPOSE

For the purposes of strengthening local planning and articulation, the governing board of each community college district shall appoint a district vocational education advisory committee to develop recommendations on the vocational education program of the district, and to provide liaison between the district and local business and industry and to other vocational education and training providers. The duties and responsibilities of the committee shall be to advise the district governing board and administration on the following:

(a) Receive, assess, and advise on selected recommendations of program - specific evaluation committees.

(b) Comment on recommendations by the Program Evaluation Committees for implementation, deletion, expansion, contraction, or upgrading of various programs and courses.

(c) Review and assess the district plan for vocational education and application for Federal Vocational Education Act (VEA) funds.

(d) Identification of unmet needs common to all vocational education programs.

(e) Assessment of the use of resources for vocational insturction programs and services.

(f) Review and provide input on the area job preparation and training services plan developed (by the service delivery areas) in accordance with the provisions of chapter 5 of the Unemployment Insurance Code.

(g) Assess the changes made by the district based upon the preceding year recommendations made by the program evaluation committees and the district vocational education advisory committee.

(h) Submit a written annual report to the local Board of Trustees regarding items (a) through (g) above. A copy of the report will be sent to the regional Private Industry Council to help ensure coordination and articulation of programs and prevention of unnecessary duplication of programs.

MEMBERSHIP

The committee shall be comprised of representatives of one or more of the district's program advisory committees; members of the general public knowledgeable about the disadvantaged; students; teachers; business representative; industry representatives; school administrators; a representative from the field office of the Employ-ment Development Department; and a representative of the local Private Industry Council. The advisory committee shall have appropriate representation of both sexes and an appropriate representation of the racial and ethnic minorities found in the district. The district person responsible for vocational education programs shall serve as an ex-officio member and shall attend all committee meetings.

FREQUENCY OF MEETINGS

District vocational education advisory committees shall meet a minimum of once each term. Meeting agendas and back-up information will be sent to committee members in advance of the meeting date and minutes will be taken and maintained.

## REGIONAL COORDINATION

PURPOSE:

Where more than one community college district exists within a Service Delivery Area, as defined by the State Job Partnership Training Council, a regional Community College Vocational Education Committee shall be formed.

The primary purpose of the regional committee is to reduce unnecessary duplication of programs and help ensure delivery of programs necessary to meet regional labor market needs. This purpose shall be achieved through the exchange of information (i.e., District Advisory Council on Vocational Education reports; Employment Development Department (EDD) regional job projection data; reports from other deliverers of vocational education and job training --ROPs, adult education, etc.).

A second purpose of the regional committee shall be to assess the need for offering in-service opportunities for occupational instructors on a regional basis (all levels) and to provide for the development and delivery of appropriate courses and/or summer work experience opportunities in business and industry to meet this need. Such assessment shall include a consideration of those in-service training needs recommended by a program evaluation committee, but not acted upon at the community college district level, where the need for such training is viewed as critical in responding to regional labor market needs.

MEMBERSHIP:

The regional committee shall consist of one industry and one college representative from each community college district advisory committee; a representative from the Private Industry Council (PIC), EDD, Apprenticeship Council; and each community college's related ROP/ROCs and Adult Education program.

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